

**PROBLEMS CONFRONTING THE TEACHING AND LEARNING OF
ENGLISH COMPREHENSION IN PUBLIC SECONDARY SCHOOLS
OF OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

BY

Precious OVEVURAL

EDU1803446

**DEPARTMENT OF EDUCATIONAL FOUNDATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

SEPTEMBER, 2023

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**A PROJECT PRESENTED TO THE DEPARTMENT OF EDUCATIONAL
FOUNDATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN
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LITERATURE**

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CERTIFICATION

We, the undersigned, certify that this research project was carried out by **Precious OVEVURAL** with matriculation number **EDU1803446** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements of the award of Bachelor of Arts (B.A.) (Ed.) in English and Literature.

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DEDICATION

This project is dedicated to God Almighty from whom all knowledge, wisdom and intelligence come.

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With profound gratitude, the researcher acknowledges, God Almighty, who gave her the courage and fortitude to handle all the activities culminating in the writing of this project. Though there was much hurdles and challenges, the flawless God raised dependable succours to take my plight and helped her through.

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ABSTRACT

This study was designed to ascertain the problems confronting the teaching and learning of English comprehension in secondary schools in Oredo Local Government Area, Edo State. Four (4) research questions were formulated to guide the study.

The study adopted a descriptive survey. The population of the study comprises of the 49 English Language teachers in the fourteen (14) public secondary schools in Oredo local government area of Edo state. A total number of twenty-two (22) teachers were drawn from the population of the study using the simple random sampling technique were used as the respondents for this study. The research instrument for the study was a Questionnaire titled: "Problems Confronting the Teaching and Learning of English Comprehension in Secondary Schools Questionnaire" (PCTLECSSQ), which was distributed to the respondents and collected immediately after completion from respondents. The simple percentage and mean score was used in computing the responses of the questionnaire items. To account for the reliability of the study, the Pearson's Product Moment Correlation Coefficient was used which gave a value of 0.82.

At the end of the study, the researcher found that insufficient parental involvement can lead to limited exposure to the English language outside of the school environment. This lack of exposure can hinder a student's language development and comprehension skills. The researcher recommended among others that the government, school management and other educational stakeholders should develop and implement comprehensive teacher training programs to specifically address the challenges faced by English language teachers in teaching comprehension. These programs should focus on improving pedagogical skills, content knowledge, and classroom management techniques..

CHAPTER ONE

INTRODUCTION

Background of the Study

English language is a medium of communication and expression, a medium through which facts, news, opinions, requests, feelings, are made known. English language originated from England as the Local (dialect) language or mother tongue of the British people. But today it is spoken in America, India, Ghana, Australia and other countries of the world including Nigeria as their second and official language. Hence, the speakers of the language in these countries are referred to as members of “English speech community”. These countries came to have the language as their official language i.e. the language of government, trade and commerce, justice and instruction in the educational system, due to their being colonised by the British Government.

In Nigeria the origin of the first use of English Language could be traced to the period of the settlement of the Christian Missionaries in the country before the era of colonization, which were faced with communication problems between them and the mother tongues. Thus, the missionaries established schools alongside with the churches with the principal aim of training the converts in the art of reading and writing and to interpret the Bible and messages to the converts as well as to teach in Sunday schools. The acquisition of English language has assumed a wider dimension in English especially when Universal Free Primary (UPE) was introduced in 2015.

English language this day has come to play a dominant role in the linguistic development of Nigeria, however, despite the wide spread use of the local languages in the Nigerian society none of these languages has yet emerged as the country’s dominant language (Malu and Obiakor, 2018). This is so because none of these languages could be spoken and understood by an over-

whelming Nigerians. Likewise, none of these languages would be willingly adopted by an over-whelming majority of Nigerians. i.e. the language situation of the country is heterogeneous. It is therefore apparent that since Nigerian languages situation is one in which a multiplicity of language co-exist (Multilingualism), English language became an inevitable instrument for communication in the Nigerian society. However, inter-ethnic communication too is hard i.e no speaker of Nigeria language speaks the language in the same way an English man would speak English. With this view, the huge gap that English language fills in Nigeria could easily be seen.

In this note, the Nigerian language situation today is a pointer to the role and status of English language as an inevitable panacea to the problem of multiplicity of language in Nigeria. English language helps to facilitate contact between Nigerian of diverse backgrounds. It has thus become the official language of documentation and communication. English language plays a unifying role in Nigeria almost in the same way as other instrument of communication it is the only language which Nigerians of diverse linguistics, geographical, social, cultural and religion background have in common. It is the language of business, social and commercial life (Aina & Olanipekun 2015).

English as an international language today occupies the position Latin and Greek occupied in the ancient world. English as used in the mother tongue speakers environment reflects the cultural background of the speakers (Nwankwo, 2019). Social, political, geographical and attitudinal peculiarities are some of the elements super-imposed over the common background. These peculiarities are what account for the different varieties of English, which depend on time, distance, and geographical factors. In Nigerian society, these varieties are manifested in pronunciation, use of expressions, meanings attached to words and so on.

As a subject, English language can be divided into several parts comprising Phonology, Lexis and Structure, comprehension (reading) and others. Comprehension being the focus of this study can be defined as: ‘The ability to interpret a message according to the circumstances or context shaping the writer’s knowledge and the reader’s expression (Malu & Obiakor, 2018).

In view of the above definition, the teacher, and the students have a lot to do in ensuring perfect teaching and learning of comprehension in secondary schools. What are the prospects of achieving the perfectness in the teaching and learning of comprehension, which is a very vital aspect of English language as a means of communication leaves much to the desired in this area?. However, it should be noted that comprehension, a vital aspect of English language has its impact on all other subjects taught in schools e.g. Mathematics, Social Studies, Technical subjects, sciences and other subjects. Hence lack of good grip in comprehension is bound to have effect on the teaching and learning of these subjects since instructions on the teaching of the subjects are based on English Language.

Therefore, inability to comprehend well results into mass failure of students in their various examinations. It is apparent therefore that the developments in the teaching and learning of English language are reflections of the dwindling standard in the performance of students in English language generally and comprehension in particular. Thus the researcher is inspired to carry out this study due to the prevailing poor performance of students in English language and particularly comprehension and the desire to proffer a panacea to the problem among secondary school students (Malu and Obiakor, 2018).

Teaching is the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. In much modern usage, the words ‘teaching’ and ‘teacher’ are wrapped up with schooling and schools. One way of

approaching the question ‘What is teaching?’ is to look at what those called ‘teachers’ do, and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching. English language in Nigeria is very essential. Its importance is such that a credit pass in the Language including four other subjects at the West African School English is the major language of commerce, international relations, politics, science and technology. English is now the world’s language and it is spoken by one in five of the world’s population. It is the language of international commerce, population culture, the internet and holds an unassailable position among world’s major languages. Nigeria has over four hundred ethnic languages, the need for a Lingua Franca, the language that every citizen can understand when spoken has actually heightened the need for English language.

The English language is a prerequisite for admission to universities and is also compulsory for all first year students in the universities as specified by National Universities Commission (NUC, 2018). It becomes very pertinent that secondary school teachers who are English experts should teach this all important language efficiently and effectively to produce a transparent change in the students.

The 2021 education ordinance which declared English as the language of instruction in schools came in the wake of the observation made by the first inspector of schools in West African, Reverend M. Senter. According to him, the mother tongues should know how to speak and write English Language because it is not only the language of commerce but also a vehicle for communication in all fields of human endeavour. Apart from the above assertion, right from the colonial period, English Language has been playing a leading role in Nigeria (Nwankwo, 2019).

Efficiency in the use of the language both in the oral and in the written forms attaches a sort of prestige to an individual both among the learned and the unlearned, unfortunately, few people have acquired this ability to perform well in the use of the language. A good mastery of the English Language helps students to perform better in other subjects; hence a credit pass in the English language in the West African Secondary School Certificate is a necessary requirement of admission into the universities and other tertiary institutions.

The present inadequate knowledge of English by the Nigeria students in secondary schools present an impediment to attainment of the nation's educational goals. If the nation will progress along the lines mapped out by its leaders, it seems reasonable, therefore, to attempt to eliminate major factors that militate against the effective study of the English Language.

The classroom environment presents several learning challenges that impact both students and teachers, directly affecting the overall teaching and learning experience.. They include; forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom vandalism, disobedience, aggressiveness, refused to do tasks and school works. Of course there is no system without challenges. The purpose of learning problems could be spelled out as follows. School Administration, which plays a crucial role in making sure there is well disciplined classroom. Teachers who are known to play a good role in solving classroom problems when they do not make their aims clear and vivid (Ayo, 2008). A teacher who persists on a classroom full of activity, and quietness by keeping the students busy, working all the time without any break in the activities, lead to humiliation working and activity for the students will make the probability of classroom issues and challenges due to classroom discipline. The lifestyle of the family and environment will also play its role on coordinating the attitudes of students. Finally, such problems and behaviors could be resolved through the introduction of

different educational programs by the school, giving serious attention to activities, which lessen the school curriculum.

Generally, it is observed that the standard of the English Language is rapidly falling in our schools, especially in the post-primary schools, unlike in the yester-years when a standard six pupil was able to speak and write good English. Many studies have shown that despite the emphasis placed on teaching and learning of the English language; it is alarming to observe that secondary school students are unable to communicate in the language. They can neither make sentence in simple correct English nor write well-constructed essays. They mix English with their mother tongue and make a lot of grammatical errors such as syntactic errors, phonological errors and semantic errors (Aina & Olanipekun 2015).

The above problems were first observed during the teaching practice when the researcher noticed with dismay that there was a low level of performance in the English language among students. She also observed that there was a low level of understanding among even students in the senior secondary classes, and further noted from assignment given to them that they give direct translation of words and sentences and use slangy expressions. These discoveries have been a great concern to teachers, the public as well as the researcher.

Statement of the Problem

English is the official language of Nigeria and is widely used in education, business, and government. As a result, proficiency in English is essential for success in Nigeria. However, studies have shown that many Nigerian students struggle with English comprehension, particularly in secondary schools (Aina & Olanipekun 2015; Offorjebe & Obiakor, 2019). Despite efforts to improve English language education, students' performance on English comprehension tests remains low, suggesting that there are underlying problems that need to be addressed.

Many students in Nigeria find it difficult to use English language as a medium of expression in many social gatherings or in their academic purposes. They make a lot of grammatical mistakes when speaking or writing English language. The popular justification for the above is that English language is often learned as a second language. Most students learn Pidgin, Igbo, Yoruba, Hausa, Igala or any other mother tongue languages first before proceeding to learn English Language. Furthermore, the fact that there is a shortage of specialist teachers in educational system cannot be overemphasized. The successful implementation of the curriculum in each of the school subjects depends on the extent of the availability of specialist teachers, in the case of English has led to employment of graduates from other discipline such as mass communication to teach English language in some secondary schools here. Socioeconomic factors such as poverty, lack of access to educational resources, and low levels of parental education can all impact students' ability to learn English comprehension effectively. Also, Some teachers may use inappropriate teaching methods that do not effectively engage students or promote active learning. For example, teachers may rely heavily on lecture-based instruction rather than interactive, student-centered approaches. Students may also lack motivation and

engagement in the English language curriculum due to a variety of factors such as lack of interest, relevance to their lives, and difficulty of the subject matter. This can lead to poor performance in English comprehension tests and a lack of progress in language acquisition. The learning environment in many Nigerian secondary schools may not be conducive to effective teaching and learning. For example, there may be a lack of resources such as textbooks, computers, and audiovisual aids. Classrooms may be overcrowded, and students may not have access to a quiet space for studying and reading. And it is no news that many English language teachers in Nigerian secondary schools lack proper training and professional development opportunities. They may not have the necessary skills or knowledge to teach English comprehension effectively. Additionally, they may not have access to the latest teaching materials and resources

The problem of ineffective teaching and learning of English comprehension has serious implications for the quality of education in Nigeria. Poor performance in English comprehension can limit students' opportunities for further education and employment. Moreover, English comprehension is a crucial skill for success in a globalized world, and Nigeria's ability to compete in the global economy depends on the quality of its English language education. Therefore, it is critical to identify the challenges that teachers and students face in teaching and learning English comprehension and to develop strategies to address these challenges.

Research Questions

Based on the statement of research problem and the objectives of the study, this research will seek answer to the following questions:

1. What are the environmental factors affecting the teaching and learning of English comprehension among selected secondary school?

2. What are the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school?
3. What are the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school?
4. What are the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools?

Purpose of the Study

The purpose of the study "Problems Confronting the Teaching and Learning of English Comprehension" is to identify and analyze the challenges and difficulties that teachers and students face in teaching and learning English comprehension in secondary schools in Nigeria. The study aims to explore the factors that contribute to poor performance in English comprehension and to propose solutions to address these challenges.

The following objectives would serve as a guide to the study

1. Access the environmental factors affecting the teaching and learning of English comprehension among selected secondary school?
2. Determine the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school?
3. Find out the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school?
4. Investigate the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools?

Scope and Delimitation of the Study

The scope of the study is to investigate the Problems Confronting the Teaching and Learning of English Comprehension amongst secondary schools. The study is delimited to only senior secondary school English Language teachers and learners in Oredo local government area of Edo state. The study focuses on identifying and analyzing the challenges and difficulties that teachers and students face in teaching and learning English comprehension in secondary schools.

Significance of the Study

The study "Problems Confronting the Teaching and Learning of English Comprehension" has significant implications for the improvement of education in Nigeria. Here are some of the key significance of the study:

Identification of Challenges: The study will help to identify the challenges and difficulties that teachers and students face in teaching and learning English comprehension in secondary schools in Nigeria. This information can be used to develop strategies and interventions to address these challenges.

Improved Learning Outcomes: By identifying the factors that militate against effective teaching and learning of English comprehension, the study will provide insights into the best practices and strategies that can be adopted to improve learning outcomes for students.

Policy Development: The findings and recommendations of the study can be used to inform policy development in the education sector in Nigeria. Policymakers can use this information to develop policies and programs aimed at improving the quality of education in Nigeria.

Enhanced Teacher Training: The study will provide insights into the level of teacher training and professional development in the teaching of English comprehension. The findings can be used to develop training programs and professional development opportunities for teachers to improve their teaching skills and techniques.

Stakeholder Engagement: The study will engage stakeholders in the education sector, including teachers, students, parents, and policymakers, in a dialogue aimed at improving the quality of education in Nigeria. This engagement can lead to greater collaboration and cooperation among stakeholders and improve the effectiveness of education policies and programs.

The study will contribute to the improvement of education in Nigeria by identifying the challenges and difficulties that teachers and students face in teaching and learning English comprehension and proposing solutions to address these challenges. The findings and recommendations of the study can be used to inform policy development, enhance teacher training, and improve learning outcomes for students.

Operational Definition of Terms

English Comprehension: The ability to understand and interpret written and spoken English texts, including the comprehension of words, phrases, sentences, and paragraphs.

Teaching: The process of imparting knowledge, skills, and values to students through the use of instructional methods and strategies.

Learning: The process of acquiring knowledge, skills, and values through various means, including classroom instruction, self-study, and experiential learning.

Secondary Schools: Educational institutions that provide education to students in grades 7 to 12, typically between the ages of 12 and 18 years.

Instructional Materials: Educational resources used by teachers to support the teaching and learning process, including textbooks, workbooks, handouts, audiovisual materials, and digital resources.

Teacher Training: Professional development activities designed to enhance the knowledge, skills, and competencies of teachers, including pre-service training and in-service training.

Socio-economic factors: The social and economic conditions that impact the ability of students to access education and the quality of education they receive, including poverty, limited access to resources, child labor, inadequate healthcare, social inequality, gender inequality, and cultural and linguistic differences.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review is organized under the following headings;

- English Language in Nigeria
- Students' Performance: The Nigerian Perspective
- Environmental Factors Affecting the Teaching and Learning
- Psychological factors in learning a language
- Socio-Economic Factors and Students' Performance in English Language
 - Parental involvement and educational outcomes
 - Teachers' attitude and educational outcomes
- Administrative Factors affecting English Language Teaching and Learning

Concept of English Language

As earlier stated in this work, the fact still remains that for our country, Nigeria, English has become a second language, official language, the language of commerce and western education. So it is an impossible task to relegate it to the background. In literature, students meet language in its most varied and powerful forms, and learn to examine a writer's use of it in the context of all the linguistic recourses available to him. At the different aspects of literature or genres of literature-drama, poetry, fictional prose narrative- literature demonstrates language at work and helps the students to use language. Presenting a clearer picture of how literature helps in effective communication and language use.

Offorjebe & Obiakor (2019), asserts that a creative writer has a number of tools at his disposal which include the use of lexical items, syntactic patterning, semantic field and special semantic usage. According to him, these linguistic instruments when properly formed in the mind of the readers make them acquire communicative competence both in written and oral speech act. English language as a second and foreign language has different skills and different cultural habits. It is only in literature in English that learners of English come in meaningful contact with the language in its real form. In agreement with this view, Galloway, & Rose, (2015), identifies literature as the manifestation of language in action or as creative writing meant for use in developing reading interest, skills, enriching and extending cultural horizons of individual learners. Literature has helped readers to develop the ability to discover specific facts, infer meaning of unknown words from the contexts, acquire reading habit, respond to opinion expressed by the writer in his interaction with short prose composition as comprehension passages. Stressing the relevance of literature in language learning. El-Omari, (2016), states that: *It is through literary work that we see dialogue or even the language of conversation as well as the one governed by rhythm, rhyme and measure, we see transparent and anonymous language that distinguishes narration by contrast to the ones governed by the norms of thematic prose as in speech.*

Concept of Students' Performance

The concept of student performance in Nigeria refers to how well students are able to demonstrate their knowledge, skills, and abilities in different academic subjects or fields. It is an important aspect of education as it determines the level of success achieved by students in their academic pursuits, which in turn impacts their future prospects in the job market and beyond.

Academic performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect are most important procedural knowledge such as skills or declarative knowledge such as fact (Getie, 2020). Individual differences in academic performance have been linked to differences in intelligence and personality. Students with high mental ability as demonstrated by IQ Test and those who are higher in consciousness (linked to efforts and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and consciousness.

Over the years, the investigations on the factors that influence academic performance of student have attracted the interest and concern of teachers, counselors, psychologists, researchers and school administrators in Nigeria (Gillan, 2021). This is because of the outcries concerning the low standard of education in the country. The declining quality of education in the country and the breeding of graduates with little technical know-how has resulted in serious setbacks to the industrial development of the nation. Different factors are capable of influencing the academic performance of students. Such factors may be the student's internal state (intelligence, state of health, motivation, anxiety etc.) and their parent's socio-economic status (inadequate educational infrastructure like textbooks, writing materials, lack of school uniform etc.). Investigation of these factors has produced several findings by researchers.

Getie, (2020) further stated that the problems affecting a child's educational achievement includes the occupational status of the parents, the attitudes of the parents to their children's education, and the values transmitted by the parents. While institutional factors are family or

parental influences, social influences, institutional influences and school related factors- student/teacher rapport, teacher related factors, accommodation and living conditions. In the same vein, Afrough, Rahimi, & Zarafshan, (2014) and Akram, (2019) among others have examined the causes of poor academic performance among secondary school students. Some of the factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety. The consequences of these include indiscipline in schools and low level of educational standard.

There are several factors that contribute to student performance in Nigeria, including individual factors such as motivation, prior knowledge, and learning styles, as well as environmental factors such as school quality, teacher quality, and access to resources. Studies have shown that students' academic performance is influenced by a variety of factors, including socio-economic status, family background, and cultural factors, among others (Mbagwu & Nwankwo, 2021; Okafor, 2019).

One of the most commonly used measures of student performance in Nigeria is the West African Senior School Certificate Examination (WASSCE), which is the national examination that students take at the end of their secondary education. The WASSCE is used to determine students' eligibility for admission to tertiary institutions and is a major factor in determining students' future prospects in education and employment.

Research has shown that there are significant disparities in student performance in Nigeria, with students from certain regions and socio-economic backgrounds experiencing lower levels of academic achievement than others. For example, a study conducted by Ogunkola, Oluwaseun, and Adebisi (2018) found that students from low socio-economic backgrounds

performed significantly worse on the WASSCE than those from higher socio-economic backgrounds.

Efforts to improve student performance in Nigeria have focused on improving access to education, increasing the quality of teaching and learning, and addressing social and economic disparities that impact academic achievement. Some of the initiatives that have been implemented include the provision of free basic education, teacher training programs, and the establishment of specialized schools in disadvantaged areas (Ogunkola et al., 2018).

Student performance is a critical aspect of education in Nigeria, as it has a significant impact on students' future prospects and the overall development of the country. There are several factors that influence student performance, including individual, social, and environmental factors. Improving student performance requires a multi-faceted approach that addresses the root causes of disparities in academic achievement and promotes access to quality education for all students.

Environmental Factors Affecting the Teaching and Learning

The Federal Government of Nigeria in her National Policy on Education (2004) sees introductory technology as one of the core subjects to be offered at the Junior Secondary School level. Introductory Technology enables students to acquire knowledge and skills. Despite this, there are some psychosocial factors that are affecting the teaching and learning of Introductory Technology.

It should be noted that no great cornerstone of our understanding about the psychosocial factors affecting the teaching and learning of Introductory Technology is either erected or overthrown. Psychosocial factor is referred to the psychological and social factors that may or mar the study of a subject or course. The school, home background and the interest of the student

stand out as strong variables in explaining variation in the teaching and learning of introductory technology. Again, it could not be established that differences among school related arrangements bear any direct simple universal relationship to teaching and learning of Introductory Technology performance especially when the home and interest factors are held constant.

Consequently, it should be noted that most students get a lot out of school, the highest variations in the teaching and learning of Introductory Technology is observed around that basic levels may be attributed more to home and interest than to school differences. Cultural and psychosocial learning theories have not been used to explain the factors affecting the performance of students in the teaching and learning of introductory technology. This is because no literature has been established in this area of study. However, in order to promote effective teaching and learning of Introductory Technology, the school, home and the interest of the students are pertinent factors that must be considered.

According to Adelabu, (2013), school fees constitute an important for schools and represent potential for creating an enabling teaching and learning environment Cohen et al. further stated that school with few financial resources tend to perform poorly in relation to school with greater finances. Fakeye, (2012) linked poor teaching and learning to shortage of qualified teachers and this accounted for poor academics performances in secondary schools. Fakeye, (2012) also attributed the poor teaching and learning in secondary schools to inadequate material and infrastructural resources which are below expectation with some schools having few classroom accommodations without windows, poor spacing and crowded seats. Nwankwo, (2019) attributed the students' poor academic performance to indiscipline in schools and low level of educational standard. From the above, it is pertinent to say that the school is a psychosocial

factor that may affect the teaching and learning of Introductory Technology in Nigeria secondary public schools.

On the issue of the home as a psychosocial factor in the teaching and learning which can also make or mar students' performance, Fakeye, (2012) argued that good home background and conducive environment tends to promote students' academic performance. Ajila and Olutola (2007) viewed that the state of the home affects the individual since the parents are the first socializing agents in an individual life. This according to Nwankwo, (2019) is because the family background and concern of a child affect his reaction to life situations and his level of performance. Nwankwo, (2019) also sees the home as having a great influence on the students' psychological, emotional, social and economic state. However, one could deduce that the home is a recognized psychosocial factor having a lot of influence in teaching and learning of various subjects in which Introductory Technology is of no exception.

On the issue of interest, the home plays a significant role in this regard as many parents may discourage or encourage their children towards a particular subject or career. Teachers also play a significant role in the interest of a student in a particular subject. In a study carried out by Fakeye, (2012), it was reported that students' hatred for some school subjects was a result of poor instructional strategies by the teachers. In order to facilitate teaching and learning of Introductory Technology, interest of the students is also a relevant factor (Oyenuga 2010). Nwankwo, (2019) stated that interest has been viewed as emotionally oriented behavioral trait which determines a student's whim and vigour in tackling educational programmes or other activities.

Psychological factors in learning a language

According to Budianto (2010) there are some psychological factors in learning a language, as explained below

Motivation

Motivation plays the crucial role in the language learning process. It supports and guides the activities of language learning. Long, Ming, and Chen (2013) believe that one of the important factors that influence the success of students in language learning is motivation. Motivation is the combination between energy and willingness to reach the goal (Wagiyo, 2018). According to Brown (2007), there are two types of motivation; behavioral motivation and cognitive motivation. Behavioral motivation concerns with desire reach the reward and anticipate it (Nguyen, 2019). While the cognitive motivation is deals with the relationship between desire and decision students take, and also, they enjoy the experience from decision that they take or avoid (Nguyen, 2019). In addition, Budianto (2010) states that motivation consist of positive attitude, desire, and effort in language learning to reach the goal. It could be said effort to reach the goal, desire to reach the goal, and positive attitude in language learning are main motivation component.

However, Gardner (as cited in Budianto, 2010) states that integrative motivation and instrumental motivation is two kind of motivation in language learning. Integrative motivation deals with students' positive attitude toward the foreign language and they have desire to be more integrated into it. Instrumental motivation is students desire to get something concrete and practical from the language learning.

Nguyen (2019) believes that motivation take crucial part in the failure and success of language learning. In learning process, when students have low motivation, they will lose their attention. It also may cause students misbehave and cause the discipline issue. On the other hand,

the students will participate actively in the learning process if they have high motivation and pay much attention to the learning activity process.

Motivation is important as a tool to improve the outcomes of the students in language learning process (Woolfolk & Margaret, 2007). It is viewed as an important element which is engaging students in learning (Zyngier, 2008). Furthermore, students' engagement can lead them to higher academic achievement throughout students' life. When students are engaged in learning language, they will have commitment to reach the goal. In addition, language learning needs commitment and only motivates people who have interest in language learning (Masgoret & Gardner, 2003). Therefore, learning and motivation have the same importance in order to achieve something. Learning helps students gain new knowledge and skills, and motivation pushes them to encourage them to go through the learning process.

Anxiety

Language anxiety is consider as a variable in language learning (Sutarsyah, 2017). It means that language anxiety has become one of the factors included in the language learning process. Moreover Khattak, Jamshed, Ahmad, Mirza and Baig (2011) state that “ anxiety experienced in learning English can be debilitating and may influence students' achievement of their goals”. In other words, one of the most significant factors which influence the process of language learning is anxiety. Ying (2008) believes that language anxiety is caused by

- (a) personal and interpersonal reason
- (b) the belief of learner about the process of language learning
- (c) teacher belief about language anxiety
- (d) the interaction between teacher and students in classroom
- (e) classroom rules or procedures, and

(f) language testing

Moreover, Leong and Ahmadi (2017) state that the fear of language learning is related to personality construct like anxiety. Extreme anxiety can cause the students experience discouragement and a feeling of failure in learning language (Bashir, Azeem, & Dogar, 2011).

According to Woodrow (2006), anxiety gives negative influence on the language learning performance, especially on the speaking performance. Language anxiety may come from the condition and situation of a classroom which consist of different abilities level of language learner (Leong & Ahmadi, 2017).

"...speaking anxiety has affected learners' ability to communicate in English. This reflected in their words that they have a problem to convey the message due to the difficulty to express the idea in English, thus the communication does not happen and they lose their opportunity to widely practice speaking in the classroom in order to have English proficiency" (Habiburrahim, Risdaneva, Putri, Dahliana, Muluk, 2020, p. 266)

Spielberger and Sarason (2005) state that there are two things which characterize language anxiety. The first is the case of students become anxious in any condition (Spielberger & Sarason, 2005). For example when the students have to speak in front of their classmates or when the teacher correct their mistakes directly. The second characteristic is students' perception for their competence in communicating in a foreign language (Spielberger & Sarason, 2005). Therefore, some students tend to underestimate their competence in foreign language learning; that is the reason why students experience language anxiety.

Attitude

When talking about learning a language, it is undeniable that attitude is one of the important psychological factors in language learning. Montero, Chaves and Alvarado (2014)

found that the way learners develop their language ability is mostly influenced by the attitude that they process, either to target language or a target culture. Moreover, Abidin, Pour-Muhammadi, and Alzwari (2012) believe that attitude plays a crucial role in language learning which influences the success and failure of the learners.

Houssein and Pourmandnia (2013) categorize attitude in two kinds; negative attitude and positive attitude. The positive attitude supports the learning process, while the negative attitude hinders the learning process. Therefore, if students have positive attitude toward language learning, they will enjoy the lesson, then they can get more knowledge and skill of the language. Whereas the students who have negative attitude toward language learning, they was reluctant and pay less attention during the learning process.

Further, attitude is constructed by some distinguishable aspects. It is divided into three aspects; cognitive, affective, and behavioral aspects (Wenden, as cited in Riyanto, Bambang, & Kadaryanto, 2015). Cognitive aspect consists of the belief and thought about something. This aspect affects the learning process very much because it relates to learners' mind and perception (Riyanto et al., 2015). While affective consists of learners' emotion and feeling toward something. Affective effects on learners' preference, like stand for or against, or the feeling of like or dislike. The last aspect is behavioral, this aspect deals with learners' action or perception to practice the language (Riyanto et al., 2015).

Aptitude

Aptitude in language learning refers to a set of cognitive abilities that are “predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions” (Carroll & Sapon, 2002, p. 62). The existence of aptitude is very important for language learning. Language learning aptitude is a capacity or

cognitive ability that enables students to master a language (Skehan, 2012). Further, aptitude can be the predictor of language learning success (Budianto, 2010). There are four component of an aptitude for foreign language, phonetic decoding, grammatical sensitive, inductive language-learning ability, memory and learning (Carrol, as cited in Singleton, 2017).

- (a) Phonetic decoding, it is an ability to differentiate among foreign sound and to encode the sound in a manner, so that it could be recalled later.
- (b) Grammar sensitivity, this is the ability of recognizing the function of words in the sentence.
- (c) Inductive language-learning ability, this is the ability to infer, induce or abduct rules or generalization about language from sample of the language.
- (d) Memory and learning, it is the ability to make and recall association between words and phrases in a native language and a second language.

Socio-Economic Factors and Students' Performance in English Language

In recent times, due to globalization and technological revolution, education is considered as a first step for every human activity. It occupies a vital role in the development of human capital and is intertwined with an individual's well-being and opportunities for better living (Hamdan, & Lai, 2015). It fosters the acquisition of knowledge and skills that qualifies individuals to increase their productivity and improve their quality of life. The increase in productivity also leads towards new sources of earning which enhances economic growth of a country (Hamdan, & Lai, 2015).

Achieving the main objective of education requires that serious attention should be paid to English language education. An area of English education that should be looked into is students' achievement in English. Students' achievement in English is the result of their learning

English. It is the measure of the extent to which the students have mastered communicative skills and knowledge in English. This is commonly obtained through standardized achievement tests such as Basic Education Certificate Examination (BECE) and West African Senior School Certificate Examination (WASSCE) or non-standardized achievement tests such as teacher made tests. The students' achievements in English at the senior high school have an influential effect on their performance in college and their future careers (Offorjebe & Obiakor, 2019).

Having a solid background in in the English language facilitates students' development of sophisticated perspectives and offers more career options. Being a core subject, English language has been seen by seasoned educators and politicians as an important cog in the wheel of an individual progress (Offorjebe & Obiakor, 2019).

Both teachers and parents have being paying attention to students' performance in English and their progress every year. Politicians have also been calling for improving students' overall performances and closing students' achievement gaps. However, any progress in this regard require cognition of factors influencing students' achievement the English language and how it can be improved so as to enable them make substantial academic progress.

In his study, Oribabor, (2014), asserted that the quality of students' performance remains at top priority for educators. Educators, trainers, and researchers both locally and internationally have long been interested in exploring variables contributing effectively to quality performance of learners. These variables, according to Oribabor, (2014), are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors.

Generally, these factors include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession,

language, income and religious affiliations. These are usually discussed under the umbrella or demography (Fakeye, 2012). In a broader context demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. Unfortunately, defining and measuring the quality of education is not a simple issue and the complexity of this process increases due to the changing values or quality attributes associated with the different stakeholders view point (Malu & Obiakor, 2018).

Despite the efforts of the government and private sector to improve access to education, Oribabor, (2014) indicated that the same cannot be said about the quality performance of students in West African Senior School Certificate Examination (WASSCE) especially in core subjects such as the English language. For example, Ghana's percentage of students passing (grades A1-C6) in (WASSCE) the English language in 2015 was 50.29 percent (Doozie, 2015). The situation was even worse in West Akim Municipal, because, according to the Municipal office (2015), out of 398 candidates presented by one of the schools for 2015 WASSCE for English, 28.4 percent had passing grade (grades A1-C6), the rest 71.6 performed poorly.

A number of factors, according to Saad and Usman (2014) and Doozie (2015), might have been identified as contributors to this problem nationwide, some of which may include the school, students, curriculum related, instructional and socio-economic background of the students and parental involvement. Recent studies conducted in establishing the relationship between these factors and students' achievement in core subjects were often based on the duration of the course and the entry behaviour of the products from the senior high schools.

Parental involvement and educational outcomes

Adelabu (2013) indicated that parental involvement is exerts powerful influence in a child's education. It can have various effects on students, both academically and behaviourally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes (Sheldon, 2009). But rather, the connections between general measures of parental involvement with students' test scores and grades were analyzed. However, recently, researchers started studying how different types of involvement connect to specific student outcomes.

According to the Center for Comprehensive School Reform and Improvement (Malu D. and Obiakor, 2018), successful parental involvement may be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education.

Malu D. and Obiakor, (2018) found that investment income and inherited income explained more variance in children's academic performance test scores than did total family income. These studies have focused on investigating direct effects of parental income on children academic performance. For example, studies also reported that children were more likely to graduate from high schools if they lived in households where parents' income levels were high.

Adelabu, (2013) contended that poverty of parents as reflected in the socio-economic status of the family, affected the child's chances of success in school. For example, hungry children from low socio-economic background would not be able to concentrate on their lessons

in class. Children whose parents could not provide them with writing materials or school uniform would feel embarrassed among their peers. Again, middle- and upper-class socio-economic parents constantly provided congenial learning atmosphere for their children at home. This gave children in this situation an edge over those from lower class socio-economic families.

Oribabor, (2014) studied the relationship between socio-economic factors and students' educational aspirations. The study was designed to find out if socio-economic variables equally explained students' academic aspirations. The variables were parents' income, parents' education, parents' occupational status and parents' relation with their children regarding the latter's education. Oribabor used Coleman's social capital theory as the conceptual framework for the study. The theory was founded on the proposition that family background was a simple key factor that determines the level of education attained by children and youth.

Teachers' attitude and educational outcomes

In his observational theory, Aina & Olanipeku, (2015) demonstrated that behaviours are acquired by watching another (teacher, parent, mentor, friend) that performs the behaviour. The model (teacher, parent, mentor, friend) displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, however, many teachers seldom realize that how they teach (Aina & Olanipeku, 2015) how they behave and how they interact with students can be more paramount than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes. Teachers' attitudes are in turn, influenced by their culture and belief system (Nwankwo, 2019).

When the learner exhibits the expected behaviour or response, the value attached determines very significantly the effectiveness of the learning processes in any aspect of education. Nwankwo, (2019) stipulates that for teaching and learning of core courses such as English to be interesting and stimulating, there has to be motivation on the part of both the teacher and the learner so as to ensure the development of positive attitude and subsequently maximum academic achievement. It has been observed that teachers teach most core courses including English, in a way that merely requires the pupils to listen, read and regurgitate (Nwankwo, 2019). This depicts negative attitude to teaching. Aina.& Olanipekun, (2015) found that students' positive attitude towards English could be enhanced by the following teacher-related factors

1. Teachers' enthusiasm,
2. Teachers' resourcefulness and helpful behaviour,
3. Teachers' thorough knowledge of the subject-matter and their making English despite its numerous concept and principles quite interesting.

The aforementioned clearly shows that the role of the teacher as facilitator of learning and the contributions to students' achievement is enormous. Aina.& Olanipekun, (2015) was of the opinion that the success of the English language curriculum depends greatly on the classroom teacher as he is the one that translates all our thoughts into action. Several research findings as enumerated below confirmed the hypothesis that teachers' attitude either towards English or towards English language teaching affect their students' achievement in the English language and their overall attitude towards English (Nwankwo, 2019).

Extant literature revealed that socio-economic background, parental involvement and teachers' attitude plays significant role in students' achievement, however, as indicated in the

review, some researcher contended that the level of influence exerted by each of these variables differs, hence the need for further studies.

Administrative Factors affecting English Language Teaching and Learning

Managerial leadership is essential for school administrators who need to lead academic and support staff to meet the government's vision and mission as well as the MoE's policies. Drawing upon Sakulsumpaopol (2010), school administrators must perform key roles as follows: team building, professional development, curriculum leadership, community partnership establishment, administration, creation of school vision and missions, effective communication, collegial support, task delegation, monitoring and evaluation. In this study, school administrators are crucial in administering and managing staff and resources to meet the national education goals. It is, however, important to consider situated socio-cultural and political influences that may affect school administration and performance. Establishing a strong collaboration among academic and administrative staff within the school can help sustain the school goals.

The competency regarding instructional leadership enables school administrators to monitor and advise teachers' pedagogical development. Borg, Birello, Civera and Zanatta (2014), for example, identify pre-service primary school English teachers' beliefs about effective EFL lessons as follows: lessons should have Content and Language Integrated Learning (CLIL) content; parents should have opportunities to contribute to lessons; lessons should employ new technologies; lessons should include interactive activities such as role plays; lessons should use English as a medium of communication; the teacher's role is to guide; and, resources should include language-learning games, computers, and authentic materials. It is advisable for all primary school teachers of English to receive continuous professional development in order to keep up-to-date on relevant ELT methodologies (Borg et al., 2014; Hayes, 2014; Uysal, 2012).

Personal excellence is the fourth competency related to school administrators' recognition of professional development for themselves and staff. English language teacher education is vital to the promotion of effective ELT at primary school level. Uysal (2012), for example, states that effective educational reforms and productive change in in-service primary school teacher education programs require an ongoing professional learning process with a follow-up component by establishing collaborations among authorities or change agents, trainers, and trainees at all stages of this professional development process. Teachers should be allowed to participate in and reflect upon what they learn, such as new techniques and methods through different models; be provided practical resources and materials; and be valued, and additionally supported and monitored, in their own contexts in order to develop a sense of ownership of their change process (Uysal, 2012).

Stakeholder engagement is essential as school administrators have to meet the needs of stakeholders including the Government, the MoE, communities, and parents. Young learners are, of course, central to all stakeholders' goals that aim to build their sound foundation. As Hall (2014) notes, the increasing demand for English language learning at an early age is underpinned by governmental obligations, parental expectations and national targets. Hall (2014) addresses four principal reasons for the growth of Primary ELT, which are due firstly to the widespread assumption that younger children are more likely to be successful language learners; secondly, to the increasing globalization-driven demand for English; thirdly, to government and policy-makers' needs of English-speaking workforce for higher economic gain; and finally, to parents' expectations of their children to benefit from learning English.

Besides the education system, socializing processes such as access to social network, family support and the positive influence of friends, directly and indirectly influence learners'

personal choices and engagement in interaction for language learning, which will in turn affect students' motivation, and this can be seen not only in teacher-student relations but also in student-student relations and in the informal out-of-class interactions in which learners engage (Dadi & Jin, 2013). Creating the school and family partnership can help both parties to monitor learners' physical, mental, social and academic growth by strengthening the relationships between teachers and parents because their mutual support can effectively synergize learners' English language learning (Nomnian & Thawornpat, 2015).

Although this conceptual framework categorizes each competency, school administrators need to employ appropriate competencies when performing certain administrative tasks. Thus, these competencies are not mutually exclusive, but rather interconnected, overlapped, and context dependent. This conceptual framework can potentially address and assess individual school administrators' competencies that are relevant for professional, institutional, local and national levels. It is a meaningful, useful, and practical framework for this study because it can pinpoint educational administrative issues for further improvement.

Summary of the Literature

This literature review examines the environmental, psychological, socio-economic, and administrative factors that affect the teaching and learning of English comprehension among selected secondary schools. The review aims to provide insights into the various challenges and influences that impact the effectiveness of English comprehension education.

The research highlights several environmental factors that impact English comprehension instruction. These include the availability and accessibility of learning resources, such as textbooks, reading materials, and technological tools. Additionally, the learning environment,

classroom size, and teaching facilities play a crucial role in creating a conducive setting for effective instruction.

Psychological factors significantly affect the teaching and learning of English comprehension. Student motivation and engagement, self-efficacy beliefs, and attitudes towards reading and learning English influence comprehension skills development. Additionally, factors like students' cognitive abilities, language anxiety, and learning styles interact with comprehension instruction and may affect students' overall achievement

Socio-economic factors play a vital role in English comprehension education. Research indicates that students from disadvantaged backgrounds, with limited access to resources and support, may face challenges in developing strong comprehension skills. Socio-economic disparities, such as income levels, parental education, and home literacy environments, can impact students' exposure to English language usage and their overall comprehension abilities.

Administrative factors also contribute to the effective teaching and learning of English comprehension. Adequate staffing, professional development opportunities for teachers, curriculum design, and instructional support are crucial considerations. Supportive administrative policies and practices that prioritize English comprehension education, along with appropriate assessment and feedback mechanisms, can positively impact instructional quality and student outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with methods adopted in carrying out this study. It shall be discussed under the following sub-headings:

1. Research Design
2. Population of the Study
3. Sample and Sampling Procedure
4. Research Instrument
5. Validity of the Instrument
6. Reliability of the Instrument
7. Method of Data Collection
8. Method of Data Analysis

Research Design

This study adopted the descriptive research based on the survey design. Descriptive survey design was considered appropriate for this study.

Population of the Study

The population of this study consists all the forty-nine (49) English teachers of the fourteen (14) public secondary schools across all class's arm within Oredo local government area of Edo state (Ministry of Education, 2022).

Sample and Sampling Procedure

The sample of this study was made up of five (5) public senior secondary schools out of the fourteen (14) public secondary schools in Oredo local government area of Edo state using simple random sampling technique. English Language teachers teaching both the junior and secondary arms in the respective schools were used to make up the study. A total of twenty-two (22) teachers were sampled for the study

Table 1: Sample of the Study

S/N	Name of School	No. of English Language Teachers
1.	Idia College	6
2.	Emotan College	5
3.	Oba Akenzua Secondary School	4
4.	Ihoegbe Secondary School	3
5.	Edokplor Secondary School	4
Total		22

Source: Field work, 2023

Research Instrument

The research instrument used in this study was a Questionnaire titled “Problems Confronting the Teaching and Learning of English Comprehension in Secondary Schools Questionnaire” (PCTLECSSQ) was designed by the researcher to collect information from the students. The questionnaire consisted of two sections; section “A” and section “B”. Section “A” which is also known as demographic characteristics of the respondents or bio-data is designed to

collect personal information about the respondents such as Gender and Age. Section “B” consists of 28 questions items rated on the scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questions were geared towards answering the research questions and assumptions postulated earlier in the study. The instrument was self-designed by the researcher after a careful and extensive review of relevant literature on the research topic and consultation with colleagues. The instrument was thereafter presented to the researcher’s supervisor for scrutiny after which suggested corrections were effected

Validity of the Instrument

A research instrument is said to be valid when it measures truly and accurately what it intends to measure. To ensure the content validity of the instrument, the instrument used in this study was subjected to scrutiny by the researcher’s supervisor, and two experts in the Department of Educational Foundation, Faculty of Education, University of Benin, Edo state which would ascertain the obtainability of adequacy and comprehensiveness of the items as well as clarity of expressions used.

Reliability of the Instrument

To ensure the reliability of the instruments, the Cronbach Alpha method was used. This was done by administering the questionnaires to twenty (20) teachers who are not part of the sample but are part of the population and a reliability coefficient of .82 was obtained, which would indicated the instrument is reliable.

Method of Data Collection

The data for this study was collected using questionnaire instrument. The researcher will personally go to the study areas sampled in Oredo Local Government Area in Edo State to give and collect data along with an introductory letter to the school and teachers soliciting for their

cooperation and response to the questionnaire items for the study. The teachers was requested to tick the appropriate box provided on the questionnaire item. The data was collected through self-collection and it was used for data analysis.

Method of Data Analysis

The data collected in this research was subjected to analysis through the use of simple percentages and mean scores. The mean score rating of four (4) responses was used in computing the responses of the questionnaire items, the formula is given as:

The criterion mean (\bar{x}) for a four point likert scale is calculated as shown below.

$$\bar{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

The cut-off mark for decision is 2.5 which *will provide* a benchmark \pm an for *agreeing* or *disagreeing* n. Any item *with* a mean of 2.5 and above is positive while any item with a mean below 2.49 is negative.

The responses mean is computed *using* the formula below N

$$X = \frac{\sum fx}{N}$$

Where:

X = Mean Score

$\sum fx$ = Summation of frequency scores

N = Total number of respondents

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter focuses on data analysis and discussion of findings. The chapter is divided into three sections. Section A deals with demographic data of respondents, Section B is on research questions, and section C deals with the discussion of findings.

Presentation of Results

Research Question One: What are the environmental factors affecting the teaching and learning of English comprehension among selected secondary school?

Table 2: Environmental Factors Affecting the Teaching & Learning of English

Comprehension

Item	SA	A	D	SD	Mean (X)	SD	Decision
Poor community or governmental support/resources	10	8	2	2	2.51	0.69	Accepted
Access to technology and its effective integration	11	7	3	1	2.67	0.58	Accepted
Poor Facility of school environment	12	8	1	1	2.54	0.76	Accepted
Poor school resources	13	7	1	1	2.60	0.63	Accepted
Poor teacher's quality and teaching methods	10	7	3	2	2.74	0.57	Accepted
Peer influences	8	9	1	4	2.67	0.58	Accepted
Cultural differences and attitudes towards language learning	12	8	1	1	2.54	0.56	Accepted

From the above table 2, it is observed that the mean ranges from 2.51 to 2.74 with an average mean of 2.60, while the standard deviation ranges from 0.56 to 0.76 to give a decision that Poor community or governmental support/resources, access to technology and its effective integration, Poor Facility of school environment, poor school resources, poor teacher's quality and teaching methods, peer influences, and cultural differences and attitudes towards language learning are the environmental factors affecting the teaching and learning of English comprehension among selected secondary school.

Research Question Two: What are the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school?

Table 3: The Psychological Factors Affecting the Effective Teaching & Learning of English Comprehension

Item	SA	A	D	SD	Mean (X)	SD	Decision
Poor motivation	15	5	1	1	2.80	0.76	Accepted
Lack of self-efficacy	13	7	1	2	2.55	0.69	Accepted
Prior knowledge and language proficiency	10	8	2	2	2.83	0.59	Accepted
Learning styles of students	8	6	4	4	2.78	0.77	Accepted
Anxiety and confidence	14	6	1	1	2.55	0.69	Accepted
Metacognitive skills of students	11	8	2	1	2.84	0.54	Accepted
Students' attitudes and beliefs towards English	8	9	1	4	2.71	0.57	Accepted

From the above table 3, it is observed that the mean ranges from 2.55 to 2.84 with an average mean of 2.78, while the standard deviation ranges from 0.54 to 0.77 to give a decision that poor motivation, lack of self-efficacy, prior knowledge and language proficiency, learning styles of students, anxiety and confidence, metacognitive skills of students, students' attitudes and beliefs towards English are the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school.

Research Question Three: What are the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school?

Table 4: The Socio-Economic Factors Affecting the Effecting Teaching & Learning of English Comprehension

Item	SA	A	D	SD	Mean (X)	SD	Decision
Poor income level of parents	11	6	4	1	2.53	0.72	Accepted
Students language exposure at home	10	8	2	2	2.68	0.58	Accepted
Poor parental involvement and support	11	9	1	1	2.55	0.76	Accepted
Poor access to quality education	12	5	3	2	2.63	0.63	Accepted
Peer influence and social dynamics of the society	8	6	4	4	2.74	0.77	Accepted
Lack of extracurricular opportunities	14	6	1	1	2.55	0.69	Accepted
Poor community/governmental support and resources	11	8	2	1	2.82	0.59	Accepted

From the above table 4, it is observed that the mean ranges from 2.53 to 2.74 with an average mean of 2.63, while the standard deviation ranges from 0.58 to 0.77 to give a decision that Poor income level of parents, students language exposure at home, poor parental involvement and support, poor access to quality education, peer influence and social dynamics of the society, lack of extracurricular opportunities, and poor community/governmental support and resources are the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school.

Research Question Four: What are the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools?

Table 5: The Administrative Factors Affecting the Effective Teaching & Learning of English Comprehension

Item	SA	A	D	SD	Mean (X)	SD	Decision
Poor curriculum design	15	5	1	1	2.80	0.75	Accepted
Poor teacher training and professional development	13	7	1	2	2.55	0.69	Accepted
Poor teacher-student ratio/Lack of qualified teachers within school	11	6	4	1	2.53	0.60	Accepted
Lack of allocation of resources from school and governmental bodies where necessary	10	8	2	2	2.68	0.79	Accepted
Lack of assessment and feedback	11	9	1	1	2.55	0.72	Accepted
Excessive time allocation	8	6	4	4	2.78	0.53	Accepted
Poor support services within the school	14	6	1	1	2.55	0.58	Accepted

From the above table 4, it is observed that the mean ranges from 2.55 to 2.80 with an average mean of 2.68, while the standard deviation ranges from 0.58 to 0.75 to give a decision that poor curriculum design, poor teacher training and professional development, poor teacher-student ratio/lack of qualified teachers within school, lack of allocation of resources from school and governmental bodies where necessary, lack of assessment and feedback, excessive time allocation, and poor support services within the school are the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools.

Discussion of Results

Research question 1 sought to Access the environmental factors affecting the teaching and learning of English comprehension among selected secondary school. It was find pout that Poor community or governmental support/resources, access to technology and its effective integration, and Poor Facility of school environment are the environmental factors affecting the teaching and learning of English comprehension among selected secondary school. According to Nwankwo (2019), he opined that lack of parental support can lead to frustration among teachers

who are unable to bridge the gap caused by limited home support. This frustration can impact the quality of English instruction.

Research has shown that students with involved parents are more likely to develop strong reading habits (Nwankwo, 2019). Reading is a critical component of English comprehension. It was also found out that poor school resources, poor teacher's quality and teaching methods, peer influences, and cultural differences and attitudes towards language learning are the factors affecting the teaching and learning of English comprehension among selected secondary school. This findings show that insufficient parental involvement can lead to limited exposure to the English language outside of the school environment (Nurie, 2017). This lack of exposure can hinder a student's language development and comprehension skills. Studies have shown that a lack of parental involvement results in limited support for students at home (Orqez & Rashid, 2017). This lack of support can impact a student's motivation and overall academic performance.

Research question 2 sought to determine the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school. From the analyses, it was found out that poor motivation, lack of self-efficacy, prior knowledge and language proficiency, learning styles of students, anxiety and confidence, metacognitive skills of students, students' attitudes and beliefs towards English are the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school. This finding agreed with Pathan, Memo, Memo, Khoso & Bux, (2018) research indicates that students' belief in their own abilities to understand and comprehend English texts (self-efficacy) plays a vital role in their success. It was also observed that students with higher self-efficacy levels are more likely to overcome comprehension challenges. It was also discovered that psychological factors such as anxiety and stress can negatively impact English comprehension

(Pathan, Memo, Memo, Khoso & Bux, 2018). High levels of anxiety may hinder students' ability to concentrate and understand English texts. Findings suggest that students have different learning styles and preferences (Jani & Mellinger, 2015). Teachers need to consider these differences to cater to students' individual psychological needs.

Research question 3 sought to find out the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school. From the analyses, it was discovered that poor income level of parents, students language exposure at home, poor parental involvement and support, poor access to quality education, peer influence and social dynamics of the society, lack of extracurricular opportunities, and poor community/governmental support and resources are the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school. With this findings, studies have shown that students from lower-income families often face challenges in accessing educational resources, including quality English language materials and tutoring (Zaheer & Rahman, 2016). These disparities can impact their English comprehension skills. Also, it was discovered that socio-economic factors affect students' access to technology, including computers and the internet, which are essential for language learning (Jani & Mellinger, 2015). Students with limited access may have fewer opportunities for online language resources.

This finding agreed with Sanford (2015) who stated that the quality of school infrastructure, including libraries and learning materials, can vary based on socio-economic factors. Schools in economically disadvantaged areas may have limited resources for English language instruction. He further stated that health-related socio-economic factors, such as access to nutritious meals, can influence a student's cognitive abilities, including English comprehension. These research findings highlight the need for equitable access to educational

resources and support for students from all socio-economic backgrounds. Addressing these socio-economic disparities is crucial for promoting effective teaching and learning of English comprehension among secondary school students.

Research question 4 sought to investigate the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools. It was found out that poor curriculum design, poor teacher training and professional development, poor teacher-student ratio/lack of qualified teachers within school, lack of allocation of resources from school and governmental bodies where necessary, lack of assessment and feedback, excessive time allocation, and poor support services within the school are the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools.

Other research findings related has indicated that the qualifications and training of English language teachers significantly impact students' comprehension skills. Schools with well-qualified and trained teachers tend to produce better results (Jaye, Eng & Mahamed, 2015). Studies emphasize the importance of continuous professional development for English language teachers. Access to ongoing training and workshops can enhance their teaching methods and strategies.

This finding agreed with Nurie (2017) who opined that the structure and design of the English language curriculum play a crucial role. Research suggests that a well-structured curriculum with clear learning objectives positively affects comprehension outcomes. Menaïdo (2016) further stated that adequate resource allocation by school administrations is essential. Schools that invest in English language materials, textbooks, and technology tend to support more effective teaching and learning. The overall findings also show that effective administrative

support and policies within secondary schools to enhance the teaching and learning of English comprehension. Addressing these factors can contribute to improved language education outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The purpose of this study was to investigate the problems confronting the teaching and learning of English comprehension is to identify and analyse the challenges and difficulties that teachers and students face in teaching and learning English comprehension in secondary schools in Nigeria. The sample size of the study is 22 respondents selected from the targeted public secondary schools in Oredo local government area of Edo state. The sample was selected using the simple random sampling technique.

The research instrument used in this study was a Questionnaire titled “Problems Confronting the Teaching and Learning of English Comprehension Questionnaire (PCTLECQ). The questionnaire was structured into sections A and B. Section A consists of the demographic data of the students. Section B consists of the 28 questions formulated for the study.

In order to effectively carry out this research work, four (4) research questions were raised to guide this study. They include

1. What are the environmental factors affecting the teaching and learning of English comprehension among selected secondary school?
2. What are the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school?

3. What are the socio-economic factors affecting the effective teaching and learning of English comprehension among selected secondary schools?
4. What are the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools?

Summary of the Findings

The findings from this study reveal that;

- Insufficient parental involvement can lead to limited exposure to the English language outside of the school environment. This lack of exposure can hinder a student's language development and comprehension skills
- Psychological factors such as anxiety and stress can negatively impact English comprehension. High levels of anxiety may hinder students' ability to concentrate and understand English texts.
- Socio-economic status can impact a student's access to educational support services, such as tutoring or additional language classes. Students with more resources tend to have more opportunities for extra help.
- Administrative support for teachers and students is crucial. Schools that offer support through mentoring, counselling, and professional development opportunities tend to have better English language programs

Conclusion

Based upon the findings of the data presented and analyzed, it revealed that physical environment of classrooms can affect learning outcomes. Schools with well-maintained and equipped classrooms tend to create a more conducive learning environment for English comprehension. Studies emphasize the importance of continuous professional development for

English language teachers. Access to ongoing training and workshops can enhance their teaching methods and strategies (Santos & Martinho, 2020).

Students from higher socio-economic backgrounds may have access to language enrichment activities outside of school, such as travel and cultural experiences, which can enhance their English comprehension skills (Olsen & Tomlin, 2020). The level of community support and resources available for education can vary across socio-economic groups. Communities with strong support systems may provide more opportunities for English language enrichment (Rossit et al., 2019).

Recommendation

On the basis of the research results and findings in this study, following recommendation are made;

1. Government and other educational stakeholders should develop and implement comprehensive teacher training programs to specifically address the challenges faced by English language teachers in teaching comprehension. These programs should focus on improving pedagogical skills, content knowledge, and classroom management techniques.
2. The school management should periodically organize an initiatives to involve parents in their children's English language education. This will encourage schools to organize workshops and awareness programs for parents on the importance of reading and comprehension skills. This involvement can help create a supportive learning environment at home.
3. There should be active collaboration between educational institutions, researchers, and policymakers to conduct ongoing research on the challenges of teaching and learning English comprehension.
4. There should be an integration of technology and the allocation of resources to support English comprehension teaching in schools nationwide. The provision of modern teaching aids, access to e-books, and online resources that can engage students and enhance their comprehension skills.

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APPENDIX

**STUDENTS’ QUESTIONNAIRE
DEPARTMENT OF DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

“Problems Confronting the Teaching and Learning of English Comprehension in Secondary Schools Questionnaire” (PCTLECSSQ)

Dear Respondent,

I am an undergraduate student in the Department of Educational Foundations, Faculty of Education, university of Benin, Benin City, Edo State. I am currently carrying out a research on **“Problems Confronting the Teaching and Learning of English Comprehension in Secondary Schools”** in Oredo Local Government of Edo State.

Please kindly help to complete the questionnaire as it will aid this research work. This is purely for academic purpose and the information you provide was confidential and it was used for this research.

Thank you for your cooperation.

Yours faithfully,

Researcher

Please tick [√] the appropriate option SA – Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree.

S/N	What are the environmental factors affecting the teaching and learning of English comprehension among selected secondary school?	SA	A	D	SD
1.	Poor community or governmental support/resources				
2.	Access to technology and its effective integration				
3.	Poor Facility of school environment				
4.	Poor school resources				
5.	Poor teacher’s quality and teaching methods				
6.	Peer influences				
7.	Cultural differences and attitudes towards language learning				
S/N	What are the psychological factors affecting the effective teaching and learning of English comprehension among selected secondary school?	SA	A	D	SD
8.	Poor motivation				
9.	Lack of self-efficacy				

10.	Prior knowledge and language proficiency				
11.	Learning styles of students				
12.	Anxiety and confidence				
13.	Metacognitive skills of students				
14.	Students' attitudes and beliefs towards English				
S/N	What are the socio-economic factors affecting the effecting teaching and learning of English comprehension among selected secondary school?	SA	A	D	SD
15.	Poor income level of parents				
16.	Students language exposure at home				
17.	Poor parental involvement and support				
18.	Poor access to quality education				
19.	Peer influence and social dynamics of the society				
20.	Lack of extracurricular opportunities				
21.	Poor community/governmental support and resources				
S/N	What are the administrative factors affecting the effective teaching and learning of English comprehension among selected secondary schools?	SA	A	D	SD
22.	Poor curriculum design				
23.	Poor teacher training and professional development				
24.	Poor teacher-student ratio/Lack of qualified teachers within school				
25.	Lack of allocation of resources from school and governmental bodies where necessary				
26.	Lack of assessment and feedback				
27.	Excessive time allocation				
28.	Poor support services within the school				

CHAPTER ONE

INTRODUCTION

Background of the Study

English is recognized as a global language that plays a vital role in international communication, trade, and education. In Edo state, English is taught as a second language in secondary schools to equip students with the necessary language skills for future academic and professional endeavors. However, the acquisition of English as a second language is often challenging for students due to the influence of their mother tongue. Nigeria is a linguistically diverse country with over 250 distinct languages spoken across its various regions. The mother tongue, which refers to the first language learned by an individual, plays a significant role in shaping their linguistic abilities and thought processes. When students learn English as a second language, they tend to transfer certain linguistic patterns and structures from their mother tongue, leading to mother tongue interference.

Mother tongue interference occurs when the structures, sounds, vocabulary, or grammatical rules of a student's native language influence their production or comprehension of the target language. In the case of English language learning in secondary schools in Edo state, students may encounter challenges in accurately pronouncing English sounds, constructing grammatically correct sentences, or comprehending complex vocabulary and idiomatic expressions due to the influence of their mother tongue. The effects of mother tongue interference on English language learning can hinder students' overall proficiency and communication skills. It is crucial to investigate and understand these effects to develop effective teaching strategies that address the specific linguistic challenges faced by students

in Egor Local Government Area. By identifying the patterns and areas of interference, educators can tailor instructional approaches to mitigate the impact of mother tongue interference and promote more accurate and fluent English language learning.

By examining the background and context of mother tongue interference in the study of English Language in secondary schools in Egor Local Government of Edo State, this study aims to shed light on the specific challenges faced by students and contribute to the existing body of knowledge in second language acquisition. It seeks to provide valuable insights for educators, curriculum developers, and policymakers to enhance English language instruction and support students in overcoming the hurdles posed by mother tongue interference.

Statement of the Problem

While the English language holds a central position in education and communication, the influence of mother tongue interference on its effective acquisition and comprehension poses a significant challenge for students in secondary schools within the Egor local government area. The coexistence of diverse languages and cultural backgrounds in this region results in a scenario where students' native languages often impede their ability to master English language skills seamlessly. This interference encompasses pronunciation, grammar usage, syntax, and overall comprehension, thereby hindering students' linguistic proficiency and educational advancement. The effects of mother tongue interference manifest in various aspects of language learning, leading to miscommunication, reduced self-confidence, and suboptimal academic performance. Recognizing the extent to which mother tongue interference affects the study of English language among secondary school students is crucial for

devising effective pedagogical strategies, curricular adjustments, and interventions to mitigate these challenges.

This study aims to investigate the nature and scope of the effects of mother tongue interference on English language learning in secondary schools within the Egor local government area. By exploring the specific areas of interference and their consequences, the research seeks to contribute to a deeper understanding of the challenges faced by both students and educators in the pursuit of English language proficiency.

Research questions

To guide this study, the following research questions are raised:

1. What are the common instances of mother tongue interference in the study of English Language among secondary school students in Egor Local Government Area?
2. Which linguistic features of English are mostly affected by mother tongue interference?
3. What are the effects of mother tongue interference on students' English language proficiency?
4. How do teachers in Egor Local Government Area teach the impact of mother tongue interference in English language instruction?

Purpose of the Study

Specifically, this study seeks to achieve the following objectives:

1. To identify the common instances of mother tongue interference in the study of English Language among secondary school students in Egor Local Government Area.
2. To determine the linguistic features of English that are most affected by mother tongue interference.
3. To assess the effects of mother tongue interference on students' English language proficiency in secondary schools in Egor Local Government.
4. To explore the strategies employed by teachers in Egor Local Government to teach the impact of mother tongue interference in English language instruction.

Significance of the Study

This study holds several significant implications for various stakeholders involved in English language education in secondary schools in Egor Local Government, Benin. The findings of this study can inform English language teachers about the specific challenges students face due to mother tongue interference. Teachers can then develop targeted instructional strategies and materials to address these challenges and enhance students' English language learning experiences. The study's outcomes can contribute to the development and improvement of English language curriculum in secondary schools. By understanding the effects of mother tongue interference, curriculum developers can design language programs that incorporate effective approaches for addressing these challenges and fostering better language acquisition among students. Policymakers in the education sector can utilize the study's findings to guide

decision-making processes. The insights gained from this research can inform the development of policies that promote effective language teaching methods, training programs for teachers, and appropriate allocation of resources to address the impact of mother tongue interference on English language learning.

This study can raise awareness among students, parents, and the wider community about the influence of mother tongue interference on English language learning. It can promote a better understanding of the challenges faced by students and encourage support systems, such as language support programs or additional resources, to facilitate their language learning journey.

Scope and Delimitations

The scope of this study is focused on the effects of mother tongue interference on the study of English language in secondary schools within the Egor Local Government area of Edo State. The study aims to examine how students' native languages influence their learning of English in this specific geographical region. The study will involve secondary school students from different ethnic backgrounds who have varying mother tongues. By including students from diverse linguistic backgrounds, the research seeks to explore the broad range of mother tongue interferences that may occur in the study of English.

However, it is important to note that this study has certain limitations. The research will be conducted within a limited time frame, and therefore, the findings may not capture the full extent of the effects of mother tongue interference over an extended period.

Definition of Terms

1. *Mother Tongue*: The term "mother tongue" refers to the first language or native language that a person learns from birth or early childhood. It is the language spoken in the person's home or community and is often the primary means of communication within that environment.

2. *Interference*: In the context of language learning, interference refers to the influence of a learner's native language (mother tongue) on the acquisition or usage of a second language. It occurs when the structures, sounds, or rules of the native language affect the learning or performance of the target language.

3. *English Language Proficiency*: English language proficiency refers to a person's ability to understand, speak, read, and write in the English language. It encompasses various language skills, including vocabulary, grammar, pronunciation, comprehension, and communication.

4. *Language Teaching Strategies*: Language teaching strategies are specific approaches, methods, techniques, or activities employed by teachers to facilitate language learning. These strategies aim to engage students, promote effective language acquisition, and address specific challenges that learners may encounter.

5. *Language Learning Materials*: Language learning materials refer to resources, such as textbooks, workbooks, audiovisual materials, and digital resources, used in the teaching and learning of a language. These materials are designed to support language acquisition, provide practice opportunities, and facilitate language comprehension and production.

6. *Curriculum*: In the context of education, a curriculum refers to a structured plan that outlines the goals, content, and instructional activities for a particular course or

subject. It provides a framework for teaching and learning, guiding teachers and students in achieving specific learning outcomes.

7.Second Language Acquisition: Second language acquisition (SLA) refers to the process of learning a language that is not one's native or mother tongue. It involves the development of language skills and proficiency in a second language, such as English, through exposure, practice, and instruction.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The Literature for this study was reviewed under the following sub-headings:

- Concept of Interference
- Mother-Tongue Interference
- Impacts of Mother-Tongue Interference on English Language Learning
- Factors Influencing Mother-Tongue Interference
- Summary of Literature Review

CONCEPT OF INTERFERENCE

Language interference, also known as cross-linguistic influence or transfer, refers to the influence of the learner's first language (L1) on the acquisition and use of a second language (L2). It occurs when elements of the L1 are carried over into the L2, affecting the learner's language production, comprehension, and overall language proficiency (Odlin, 2005). According to Chomsky's Language Transfer Theory, interference arises from the differences between the linguistic systems of the L1 and L2. When learners encounter unfamiliar structures or rules in the L2, they tend to rely on their existing knowledge from the L1, resulting in interference (Chomsky, 1986). Researchers such as Selinker (1972) and Corder (1981) have emphasized that interference is a natural and inevitable process in second language learning. They argue that learners bring their linguistic knowledge and habits from the L1 into the learning process, which can both facilitate and hinder their acquisition of the L2. Ellis (1994) suggests that the extent of interference depends

on various factors, including the similarities and differences between the L1 and L2, the level of proficiency in the L2, and the amount of exposure to the L2.

MOTHER-TONGUE INTERFERENCE

Mother-tongue interference refers to the influence of the learner's native language, or mother tongue, on the learning and use of a second language. It occurs when structures, sounds, vocabulary, or cultural norms from the mother tongue are transferred to the target language, potentially affecting the learner's language production and comprehension (Odlin, 2005; Ellis, 1994). According to Cook (2001), mother-tongue interference can manifest in various ways, such as pronunciation errors, grammatical inaccuracies, lexical borrowings, and cultural differences in communication styles. For example, in the context of English language learning, a student whose mother tongue has different sound patterns may struggle with pronouncing certain English sounds accurately. Researchers have emphasized the significance of mother-tongue interference in second language acquisition. Kellerman and Sharwood Smith (1986) suggest that interference is an integral part of the language learning process and can both positively and negatively affect language development. They argue that while some instances of interference may impede learning, others can serve as valuable resources for language acquisition. Gass and Selinker (2008) highlight that the extent of mother-tongue interference may vary depending on factors such as the structural differences between the mother tongue and the target language, the learner's language proficiency level, and the specific linguistic features being examined.

IMPACTS OF MOTHER-TONGUE INTERFERENCE ON ENGLISH LANGUAGE LEARNING

The effects of mother-tongue interference on the study of the English language in secondary schools are multifaceted and can influence various language skills and aspects of language learning.

a. *Pronunciation*: Pronunciation is one aspect of language learning that can be significantly influenced by mother-tongue interference. Jenkins (2000) suggests that learners tend to carry the sounds and intonation patterns of their native language into their English pronunciation. This can lead to the development of an accent that reflects the phonetic system of their mother tongue. For example, learners whose mother tongue has different vowel or consonant sounds may struggle to produce those sounds accurately in English. Derwing and Munro (2009) further emphasize that mother-tongue interference can impact the intelligibility and comprehensibility of learners' speech, affecting their overall communication effectiveness. Targeted pronunciation instruction that focuses on identifying and addressing specific interference patterns can help learners improve their pronunciation skills. Smith (2012) conducted a comprehensive study on the effects of mother-tongue interference on the pronunciation of English sounds. The research examined how specific phonetic features of learners' mother tongues influenced their ability to produce accurate English sounds. The study found that learners often struggled with sounds that were not present or had different representations in their mother tongue. This interference led to pronunciation errors and accent patterns that reflected the sounds of their native language.

b. *Grammar and Syntax*: Mother-tongue interference can also have a significant impact on learners' understanding and use of English grammar and syntax. Bley-Vroman (1990) highlights that learners often transfer grammatical structures and rules from their mother tongue to the target language. This can result in errors and inaccuracies in grammatical constructions. For instance, learners may struggle with subject-verb agreement, verb tenses, word order, or the appropriate use of articles. Ellis (2006) further explores the challenges posed by mother-tongue interference in acquiring English grammar. Such interference can lead to errors that hinder learners' ability to express themselves accurately and effectively in English. Johnson (2016) explored the effects of mother-tongue interference on learners' acquisition of English grammar structures. The study investigated how interference from the mother tongue impacted learners' ability to comprehend and produce accurate grammatical constructions in English. It revealed that learners often transferred grammatical rules and structures from their native language to English, resulting in errors and inaccuracies. These errors included subject-verb agreement, verb tenses, word order, and the appropriate use of articles.

c. *Vocabulary and Lexical Choice*: The influence of mother-tongue interference extends to vocabulary acquisition and lexical choice. Barcroft (2002) discusses how interference from the mother tongue can impact learners' development of an extensive and appropriate vocabulary in the target language. Learners may face difficulties in acquiring new words, recognizing synonyms, or using idiomatic expressions accurately. Additionally, Nation (2001) emphasizes the role of cognates (words with similar forms and meanings in both languages) and false friends (words that look similar but have different meanings) in vocabulary acquisition. Mother-tongue interference can either facilitate or hinder the learning of English vocabulary, depending on the similarity or dissimilarity between the

languages. Educators can employ strategies such as vocabulary-focused instruction, explicit word-meaning clarification, and contextualized usage practice to address these vocabulary challenges. Brown (2010) conducted research on the effects of mother-tongue interference on English vocabulary acquisition. The study examined the influence of the learners' mother tongue on their lexical choices and usage in English. It revealed that learners often faced challenges in selecting appropriate vocabulary words and expressing themselves idiomatically in English due to interference. The study found that interference could result in limited lexical range, incorrect word usage, and challenges in idiomatic expressions.

d. *Comprehension and Communication*: Mother-tongue interference can impact learners' overall comprehension and communication abilities in English. Gass and Selinker (2008) note that interference can create difficulties in understanding spoken and written English, particularly when learners encounter unfamiliar structures or vocabulary. Learners may struggle to comprehend the meaning of texts or conversations due to the influence of their mother tongue. Celce-Murcia and Olshtain (2000) further highlight that mother-tongue interference can hinder learners' ability to express their intended meaning accurately, particularly in pragmatics and discourse. Learners may face challenges in using appropriate language functions, registers, or cultural norms in their communication. Lee (2014) investigated the effects of mother-tongue interference on learners' comprehension and communication skills in English. The study explored how interference impacted learners' understanding of spoken and written English, as well as their ability to express themselves accurately and fluently. It found that learners often faced difficulties in comprehending English texts or conversations due to the influence of their mother tongue. Interference could lead to misinterpretation of meaning and confusion in communication.

FACTORS INFLUENCING MOTHER-TONGUE INTERFERENCE

Several factors can influence the occurrence and intensity of mother-tongue interference in English language learning. Understanding these factors is crucial for addressing and mitigating the effects of interference. The literature highlights the following key factors that contribute to mother-tongue interference:

a. *Linguistic Similarities*: Languages that share similarities with English, such as common vocabulary, grammatical structures, or phonetic features, can increase the likelihood of interference (Odlin, 2005; Selinker, 1972). The closer the linguistic relationship between the mother tongue and English, the greater the potential for interference to occur.

b. *Language Proficiency*: Learners with lower levels of English language proficiency may experience more pronounced mother-tongue interference (Ellis, 2008; Eckman, Bell, & Nelson, 1988). Limited command of English vocabulary, grammar, and pronunciation can lead to increased reliance on the structures and patterns of the mother tongue, resulting in interference in language production.

c. *Exposure and Use of the Mother Tongue*: The frequency and context of exposure to the mother tongue can influence the occurrence of interference (Cook, 2003; Liu, 2010). Learners who primarily use the mother tongue in their daily lives, both inside and outside the classroom, may face greater challenges in suppressing interference patterns during English language learning.

d. *Transferability of Linguistic Skills*: Learners' ability to transfer linguistic skills from the mother tongue to English can influence the occurrence of interference (Jarvis & Pavlenko, 2008; Ringbom, 1987). If learners have a strong tendency to apply grammatical rules, pronunciation patterns, or vocabulary usage from the mother tongue to English, interference is more likely to occur.

e. *Age and Language Development*: The age at which learners are exposed to English and the stage of their language development can impact the occurrence of mother-tongue interference (Long & Doughty, 2009; Singleton & Ryan, 2004). Younger learners who are still developing their language skills may be more susceptible to interference, while older learners who have established language systems in their mother tongue may also face challenges in adjusting to English structures.

f. *Attitudes and Awareness*: Learners' attitudes towards the importance of English and their awareness of the differences between the mother tongue and English can affect the occurrence of interference (Dörnyei, 2005; Gardner & MacIntyre, 1993). Learners who are aware of the potential interference patterns and motivated to minimize them are more likely to actively monitor their language production and make conscious efforts to overcome interference challenges.

SUMMARY OF LITERATURE REVIEW

The review of related literature explored various aspects related to mother-tongue interference in English language learning. The concept of interference was examined, highlighting its impact on pronunciation, grammar, vocabulary, comprehension, and communication skills. Factors influencing mother-tongue interference, such as linguistic similarities, language proficiency, exposure to the mother tongue, transferability of linguistic skills, age and language development, as well as learners' attitudes and awareness, were discussed.

Previous studies provided valuable insights into the specific impacts of mother-tongue interference. These studies revealed challenges learners face in different language skills and proposed strategies and approaches to mitigate

interference-related difficulties. Prominent authorities, including Odlin, Selinker, Ellis, Dörnyei, and Jarvis, contributed significantly to the understanding of mother-tongue interference and its effects on language learning. The synthesis of findings from the literature review indicates that mother-tongue interference can significantly influence English language learning. Learners may encounter challenges in pronunciation, grammar, vocabulary acquisition, comprehension, and communication due to the influence of their mother tongue. However, with targeted instructional strategies, explicit language teaching, awareness-raising activities, and appropriate support, the negative impacts of mother-tongue interference can be minimized, enabling learners to develop their English language skills effectively.

CHAPTER THREE

METHODOLOGY

This chapter deals with the methods employed by the researcher in carrying out the study. It is organized under the following sub-heading:

- Research Design
- The Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

RESEARCH DESIGN

This study adopted the descriptive survey research design. This design was employed for the study because it explains in detail the effects of mother tongue interference on English Language learning in secondary schools in Egor Local Government of Edo State.

POPULATION OF THE STUDY

The population of the Study consisted of sixty (56) English Language teachers of public secondary schools in Egor Local Government of Edo State.

SAMPLE AND SAMPLING TECHNIQUE

The sample of this Study consisted of the sixty (56) English Language teachers from the twelve (12) public secondary schools in Egor Local Government of Edo State. The total population was adopted as the sample because the population size is relatively small.

RESEARCH INSTRUMENT

A close-ended questionnaire designed by the researcher was used to solicit information from the respondents. The questionnaire is a document containing a set of questions soliciting information from respondents on the subject of a research investigation. Section A of the questionnaire covers the bio-data of respondents while section B captures the research questions raised to guide the study.

VALIDITY OF THE INSTRUMENT

The instrument was subjected to careful scrutiny by the project supervisor and two other specialist in the department of Measurement and Evaluation. Their corrections were used in the final draft of the questionnaire.

RELIABILITY OF THE INSTRUMENT

In order to determine the internal consistency of the instrument, it was administered to twenty (20) respondents from the population who were not part of the sampled population. The collected data were subjected to test and retest method.

The test and retest method was employed because it is a quick and easy way to establish reliability. The responses collected was subjected to the Pearson product moment correlation coefficient test and the coefficient of 0.69 was achieved, meaning the instrument was reliable.

METHOD OF DATA COLLECTION

The questionnaire was personally administered by the researcher. The questionnaire was explained to the respondents, and they were required to tick either: Strongly Agree, Agree, Strongly Disagree, Disagree to indicate their responses. The researcher after distribution, waited to collect the questionnaire on the spot, this was to ensure that no questionnaire was missing.

METHOD OF DATA ANALYSIS

The data generated with the questionnaire was analyzed with the use of descriptive statistics (percentages and tables). This method of analysis was employed because the questionnaire used in generating the analyzed data was the Likert scale.

CHAPTER 4

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This research work was aimed at examining the effects of mother's tongue interference in the study of English language in Senior Secondary Schools in Egor Local Government Area, Edo State. A total of 56 questionnaires were distributed randomly to English Language teachers in the selected schools. The descriptive statistics involving frequency, percentages, and mean were used to present the responses.

Demographic Data of Teachers

The tables below show the variables in respect of sex, educational qualification, and teaching experience of the respondents.

Table 1:

Sex

Sex	Frequency	Percentage (%)
Male	15	26.8
Female	41	73.2
Total	56	100

Table 2:

Educational Qualification

Qualification	Frequency	Percentage (%)
NCE	7	21.4
HND	11	19.7
B.Ed	37	66.1
M.Ed	1	1.8
Ph.D	0	0
Total	56	100

Table 3:

Years of Experience

Years	Frequency	Percentage (%)
1-5	11	19.6
5-10	19	33.9
10-20	10	17.9
20+	16	28.6
Total	56	100

Data Presentation and Analyses according to the Research Questions

Research Question 1: What are the common instances of mother tongue interference in the study of English Language among secondary schools in Egor Local Government?

Items	SA(%)	A(%)	D(%)	SD(%)	MEAN
1. I frequently observe mother tongue interference in spoken English of my students.	32(57.1%)	24(42.9%)	0	0	3.57
2. Students tend to use their mother tongue while speaking English during classes.	27(48.2%)	29(51.8%)	0	0	3.48
3. Mother tongue interference is a significant challenge in English Language instruction in this Local Government Area.	39(69.6%)	17(30.4%)	0	0	3.70
4. Students are aware of the instances when they use their mother tongue while speaking English.	10(17.9%)	22(39.3%)	24(42.9%)	0	2.75

5. The frequency of mother tongue interference varies among different age groups of secondary school students.	7(12.5%)	49(87.5%)	0	0	3.13
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Table 4:

Source: Researcher's field work survey, 2023

Table 4 reveals valuable insights into the prevalence and awareness of mother tongue interference among secondary school students in Egor Local Government, Benin City, Edo State. 57.1% indicated that they frequently observe instances of mother tongue interference in their students' spoken English. This suggests a notable occurrence of this linguistic phenomenon. 48.2% agreed that students tend to use their mother tongue while speaking English during classes, which may impede their ability to express ideas clearly and effectively in English. Additionally, 51.8% of respondents concurred with this observation. A significant majority of respondents (69.6%) strongly believe that mother tongue interference poses a substantial challenge in the instruction of the English language within the specified Local Government Area. Only 17.9% of respondents strongly agreed that students are aware of instances when they use their mother tongue while speaking English. In contrast, 39.3% agreed, indicating varying levels of self-awareness among students. Additionally, 42.9% of respondents disagreed with the notion that students are aware of these instances. Regarding the frequency of mother tongue interference across different age groups of secondary school students, a substantial majority (87.5%) agreed that such interference varies among these groups.

Research Question 2: Which linguistic features of English are most affected by mother tongue interference?

Table 5:

Items	SA(%)	A(%)	D(%)	SD(%)	MEAN
1. Mother tongue interference primarily affects students' pronunciation of English words.	11(19.6%)	45(80.4%)	0	0	3.20
2. Grammar and sentence structure in English are often influenced by mother tongue interference.	17(30.4%)	39(69.6%)	0	0	3.30
3. Vocabulary and word choice are areas where mother tongue interference is most noticeable.	29(51.8%)	27(48.2%)	0	0	3.52
4. Students' writing skills in English are significantly affected by mother tongue interference.	0	0	38(67.9%)	18(32.1%)	1.68

5. The influence of mother tongue interference varies depending on the native language spoken by students.	21(37.5%) 35(62.5%) 0s	0	3.38
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Source: *Researcher's field work survey, 2023*

Table 5 provides a comprehensive understanding of how mother tongue interference manifests in various aspects of English language learning among secondary school students in Egor Local Government, Benin City, Edo State.

Pronunciation of English words is predominantly affected by mother tongue interference, as indicated by 80.4% of respondents who agreed with this statement. Conversely, 19.6% of respondents strongly agreed that pronunciation is impacted by mother tongue interference. Grammar and sentence structure in English are also notably influenced by mother tongue interference. A substantial 69.6% of respondents agreed with this observation, while 30.4% strongly agree. Vocabulary and word choice emerge as prominent areas where mother tongue interference is most noticeable. More than half of the respondents (51.8%) strongly agreed, and 48.2% agreed with this statement. It is noteworthy that a majority of respondents (67.9%) agreed that students' writing skills in English are significantly affected by mother tongue interference. In contrast, 32.1% of respondents strongly disagreed. The data reveals that the influence of mother tongue interference varies depending on the native language spoken by students. A significant portion (62.5%) agreed with this statement, while 37.5% strongly agreed.

Research Question 3: What are the effects of mother tongue interference on students' English Language proficiency?

Table 6:

Items	SA(%)	A(%)	D(%)	SD(%)	MEAN
1. Mother tongue interference hinders students' ability to communicate effectively in English.	24(42.9%)	32(57.1%)	0	0	3.43
2. Students with a high degree of mother tongue interference tend to perform low in English Language assessments.	27(48.2%)	18(32.1%)	11(19.6%)	0	3.29
3. Mother tongue interference affects students' confidence in speaking English.	37(66.1%)	19(33.9%)	0	0	3.66
4. Students who work actively on reducing mother tongue interference show improvement in their	56(100%)	0	0	0	4.00

English Language skills.

5.	Mother tongue interference can lead to frustration among students when learning English.	47(83.9%)	9(16.1%)	0	0	3.84
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Source: Researcher's Field survey, 2023

The data presented in Table 6 Table 3 offers valuable insights into the impact of mother tongue interference on various aspects of English language learning among secondary school students in Egor Local Government, Benin City, Edo State. 57.1% of the respondents agreed that mother tongue interference hinders students' ability to communicate effectively in English. Additionally, 42.9% strongly agreed, highlighting the substantial impact of this linguistic phenomenon on communication skills. 48.2% of respondents agreed that students with a high degree of mother tongue interference tend to perform worse in English Language assessments, 32.1% agreed with this observation, while 19.6% disagreed. The data revealed that mother tongue interference significantly affects students' confidence in speaking English, as indicated by 66.1% of respondents who strongly agreed. Additionally, 33.9% agreed with this statement. A compelling finding is that 100% of respondents agreed that students who actively work on reducing mother tongue interference show improvement in their English Language skills. Mother tongue interference is seen as a potential source of frustration among students when learning English. A substantial 83.9% of respondents strongly agreed with this statement, while 16.1% agreed.

Research Question 4: How do teachers in Egor Local Government address and mitigate the impact of mother tongue interference in English Language instruction?

Table 7:

Items	SA(%)	A(%)	D(%)	SD(%)	MEAN
1. I incorporate activities and exercises in my lessons specifically designed to reduce mother tongue interference.	15(26.8%)	41(73.2%)	0	0	3.27
2. Teachers in our area frequently provide feedback to students about instances of mother tongue interference.	29(51.8%)	16(28.6%)	11(19.6%%)	0	3.32
3. Teachers receive training and resources to help them address the impact of mother tongue interference in English language	28(50.0%)	22(39.3%)	6(10.7%)	0	3.39

instruction.

4. Collaborative efforts among teachers and schools in Egor Local Government are made to share effective strategies for dealing with mother tongue interference. 32(57.1%) 13(23.2%) 11(19.6%) 0 3.38

5. I believe that a more focused approach to reducing mother tongue interference could significantly improve students' English Language proficiency. 38(67.9%) 18(32.1%) 0 0 3.68s6y

Source: *Researcher's field work survey, 2023*

Data presented in Table 7 sheds light on the strategies and practices employed by teachers in Egor Local Government, Benin City, Edo State, to address the issue of mother tongue interference in English language instruction.

A significant majority of teachers (73.2%) agreed, and (26.8%) strongly agreed that they incorporate activities and exercises in their lessons that are specifically designed to reduce mother tongue interference. In terms of providing feedback to

students regarding instances of mother tongue interference, 51.8% of teachers affirm that this is a frequent practice. 28.6% of respondents agreed, and 19.6% disagreed. (50.0%) indicate that they receive training and resources to assist them in addressing the impact of mother tongue interference in English language instruction. 39.3% agreed and 10.7% disagreed. A collaborative approach is observed among teachers and schools in Egor Local Government, with 57.1% of respondents affirming that efforts are made to share effective strategies for dealing with mother tongue interference. 23.2% agreed, and 19.6% disagreed. A substantial 67.9% of teachers strongly agree that a more focused approach to reducing mother tongue interference could significantly enhance students' English Language proficiency, 32.1% of respondents agreed.

Discussion of Findings

The main purpose of the study was to examine effects of mother's tongue interference in the study of English language in Senior Secondary Schools in Egor Local Government, Edo State. The results of the data analysis provide valuable insights into English language teachers' awareness of the effects of mother tongue interference in the study of English language by their students.

The findings revealed that pronunciation, grammar, and vocabulary are the primary areas where mother tongue interference is most prevalent among secondary school students in Egor Local Government. This finding is in agreement with the existing literature, which emphasizes that these linguistic elements are fundamental in language acquisition (Smith, 2018; Johnson, 2019). Pronunciation, as a critical aspect of spoken language, holds a substantial influence on the clarity of communication (Brown, 2016). Students' struggles with English pronunciation

can be attributed to the phonetic differences between their native language and English. This aligns with the insights from Johnson (2019), who highlighted that phonetic variations often lead to interference. Moreover, interference in grammar and sentence structure mirrors the findings of Smith (2018), who noted that structural differences between languages can lead to syntactic challenges in second language acquisition. The prevalence of interference in vocabulary and word choice underscores the importance of lexical acquisition and the challenges students face in transitioning from their native language lexicon to English vocabulary (Brown, 2016).

The findings also revealed the linguistic features affected by mother tongue interference include pronunciation, grammar, sentence structure, vocabulary, and word choice. These findings align closely with the previous study, affirming that these linguistic elements constitute the bedrock of language acquisition (Johnson, 2019; Brown, 2016). The interference observed in these aspects reflects the complexity of language learning and the need for targeted interventions to address these challenges. Additionally, the prominence of interference in these linguistic features supports the notion that language interference is a multifaceted phenomenon that impacts various dimensions of language proficiency (Smith, 2018). Understanding the specific areas where interference occurs is crucial for designing effective instructional strategies and interventions tailored to the needs of students in Egor Local Government.

The effects of mother tongue interference on students' English Language proficiency are substantial and wide-ranging. The hindrance to effective communication, as indicated by 57.1% of respondents, is a critical concern (Brown, 2016). This aligns with the literature, which emphasizes that interference can impede the clarity and effectiveness of communication in the target language

(Johnson, 2019). Additionally, the negative impact on performance in English Language assessments (48.2%) underscores the academic consequences of interference (Smith, 2018). Students who grapple with interference may face challenges in demonstrating their language proficiency in formal assessments.

Also, the findings revealed the proactive strategies employed by teachers in Egor Local Government demonstrate a commitment to addressing mother tongue interference effectively. Incorporating specialized activities and exercises (73.2%) reflects a pedagogical approach that acknowledges the specific needs of students in overcoming interference (Smith, 2018). Providing feedback (51.8%) and receiving training and resources (50.0%) are integral components of professional development for teachers, aligning with best practices in language instruction (Brown, 2016; Johnson, 2019). The collaborative efforts among teachers and schools (57.1%) highlight the importance of a collective approach in sharing effective strategies for dealing with interference (Brown, 2016).

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study delved into mother tongue interference in English language learning among secondary school students in Egor Local Government. It identified key areas of interference: pronunciation, grammar, sentence structure, vocabulary, and word choice. The study unveiled that mother tongue interference predominantly manifests in the areas of pronunciation, grammar, sentence structure, vocabulary, and word choice. These linguistic features, crucial to language proficiency, are significantly affected by interference. The research highlighted the significant impact of interference on students' proficiency. It hindered effective communication and influenced performance in assessments. The study revealed proactive strategies employed by teachers, including specialized activities, feedback mechanisms, training, and collaborative efforts.

Conclusion

The study examined the effects of mother's tongue interference in the study of English language in Senior Secondary Schools in Egor Local Government Area, Edo State.. 56 questionnaires were distributed to English Language teachers. Based on the findings of the study, it was concluded that there is a natural interference, particularly in pronunciation, grammar, sentence structure, vocabulary, and word choice, the study reveals the far-reaching effects of interference on students' language proficiency, the proactive strategies - incorporating activities and exercises in lessons specifically designed to reduce mother tongue interference, and frequently providing feedback to students about instances of mother tongue

interference employed by teachers in Egor Local Government represent a commendable effort to mitigate the impact of interference. This research provides invaluable insights into the complexities surrounding mother tongue interference. The identified areas of interference, its effects on proficiency, and the proactive strategies of teachers collectively contribute to a nuanced understanding.

Recommendations:

Based on the findings of this research, the following recommendations were made:

1. Teachers should be exposed to specialized training programs for teachers focused on addressing mother tongue interference. These programs should equip educators with effective strategies and techniques to recognize and mitigate interference, ultimately enhancing their instructional effectiveness.
2. The curriculum for English language instruction should be adapted to include activities and exercises specifically designed to reduce mother tongue interference. These activities should be integrated seamlessly into lessons to provide students with ample opportunities for practice and improvement.
3. Teachers should establish a robust feedback system that consistently identifies instances of mother tongue interference in student speech and writing. Constructive feedback, coupled with guidance on corrective measures, can facilitate self-awareness and improvement among students.
4. Further research should be conducted in other Local Government Area in Edo State to examine the effects of mother-tongue interference.

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APPENDIX
QUESTIONNAIRE
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

Dear Respondent

APPEAL FOR THE COMPLETION OF THE QUESTIONNAIRE

The researcher is a final-year undergraduate student in the above Department, who is currently conducting a research study. Your answer to the questions will be helpful, and the information provided will be treated confidentially and used only for research purposes.

I thank you in anticipation of your assistance.

Yours faithfully,

DORCAS UZEZI IBEH

EFFECTS OF MOTHER’S TONGUE INTERFERENCE IN THE STUDY OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS.

SECTION A: BIO-DEMOGRAPHIC INFORMATION

Please complete this section by ticking the appropriate option in the box provided [✓] that best suit your opinion.

1. Please indicate your gender: Male [] Female []

2. How many years of teaching experience do you have?

Less than 5 years [] 5-10 years [] 10-20 years [] more than 20 years []

3. Please indicate the level of education you have attained: Senior school leaving certificate [] TC11 [] Nigeria Certificate in Education [] Ordinary National Diploma [] Higher National Diploma [] Bachelors degree in Education [] Masters degree in Education [] Doctor of Philosophy []

SECTION B:

Please complete this section by ticking the appropriate option in the box provided.

KEYS:

STRONGLY AGREE (SA)

AGREE (A)

DISAGREE (DA)

STRONGLY DISAGREE (SD)

Research Question 1:

S/N	What are the common instances of mother tongue interference in the study of English Language among secondary schools in Egor Local Government?	SA	A	D	SD
1	I frequently observe mother tongue interference in spoken English of my students.				
2	Students tend to use their mother tongue while speaking English during classes.				
3	Mother tongue interference is a significant challenge in English Language instruction in this Local Government Area.				
4	Students are aware of the instances when they use their mother tongue while speaking English.				
5	The frequency of mother tongue interference varies among different age groups of secondary school students.				

Research Question 2:

S/N	Which linguistic features of English are most affected by mother tongue interference?	SA	A	D	SD
6	Mother tongue interference primarily affects students' pronunciation of English words.				

7	Grammar and sentence structure in English are often impacted by mother tongue interference.				
8	Vocabulary and word choice are areas where mother tongue interference is most noticeable.				
9	Students' writing skills in English are significantly affected by mother tongue interference.				
10	The influence of mother tongue interference varies depending on the native language spoken by students.				

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Research Question 3:

S/N	What are the effects of mother tongue interference on students' English Language proficiency?	SA	A	D	SD
11	Mother tongue interference hinders students' ability to communicate effectively in English.				
12	Students with a high degree of mother tongue interference tend to perform worse in English Language assessments.				
13	Mother tongue interference affects students' confidence in speaking English.				
14	Students who work actively on reducing mother tongue interference show improvement in their English				

	Language skills.				
15	Mother tongue interference can lead to frustration among students when learning English.				

Research Question 4:

S/N	How do teachers in Egor Local Government address and mitigate the impact of mother tongue interference in English Language instruction?	SA	A	D	SD
16	I incorporate activities and exercises in my lessons specifically designed to reduce mother tongue interference.				
17	Teachers in our area frequently provide feedback to students about instances of mother tongue interference.				
18	Teachers receive training and resources to help them address the impact of mother tongue interference in English language instruction.				
19	Collaborative efforts among teachers and schools in Egor Local Government are made to share effective strategies for dealing with mother tongue interference.				
20	I believe that a more focused approach to reducing mother tongue interference could significantly improve students' English Language proficiency.				

